DOCUMENT RESUME

ED 151 690 CG 012 304

AUTHOR Larrabee, Marva J.
TITLE Procedures for Verifying Experimental Control of Role Performance in Coached-Client Analogue Research.
PUB DATE Feb 77
NOTE 25p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Behavioral Science Research; *Behavior Patterns; Counseling Effectiveness; Counselor Performance; *Counselor Training; Models; Practicums; *Research Methodology; Research Projects; *Role Playing
IDENTIFIERS *Comptuer Assisted Teacher Training System

ABSTRACT

One threat to the internal validity of coached-client analogue research provided a stimulus for this study of verification of experimental control of role performance. The study contrasts the judgments regarding one client's role performances which are made by both trained and untrained observers. The conclusion is that trained observers yield more accurate observations. The study includes an explanation of procedures for verifying role fidelity and performance consistency with a computerized system used by the trained observers. The author concludes with a discussion of implications for setting criterion levels for coached-clients, using observer feedback during actor training, and improving research replication. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151690

Procedures for Verifying Experimental Control of Role Performance in Coached-Client Analogue Research[1]

Marva J. Larrabee

Texas A&M University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M.J. Larrabee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Paper Presented at the

Second Annual Henry Lester Smith Conference in Educational Research

Indiana University

February, 1977

CG012304

Abstract

One threat to the internal validity of coached-client analogue research provided a stimulus for this study of verification of experimental control of role performance. The study contrasts the judgments regarding one client's role performances which are made by both trained and untrained observers. It is concluded that the trained observers yield more accurate observations. Procedures for verifying role fidelity and performance consistency with a computerized observation system used by the trained observers are explained. Implications for setting criterion levels for coached-clients, using observer feedback during actor training, and improving research replication are discussed.

The use of a coached client in counseling analogue research has become an acceptable practice for studying counselor interview behavior in both research and training settings (Heller, Myers & Kline, 1963; Kelz, 1966; Resnikoff, 1968; Strong, 1971; Whiteley & Jakubowski, 1969). Nevertheless, some researchers question either the external validity (Munley, 1974; Van Schaack, 1956; Strong, 1971) or the internal validity of this model (Whiteley et al., 1969). A review of quasi-counseling interview research, in which coached clients are used, reveals procedural weaknesses which threaten the internal validity of this research model. These weaknesses, which also minimize the likelihood of research replication, are important to the development of counseling analogue research.

In the coached-client analogue model, the behavior of the client in a quasi-counseling interview is controlled by the experimenter. The coached client is an actor who plays a specific client role in a series of interviews as a stimulus for studying the behavior of the counselors. If it is assumed that the use of coached clients can produce a valid standardized client stimulus, the client role must be produced so that the client behaves in a consistent manner across interviews (Whiteley et al., 1969). Although there is some disagreement regarding the conditions under which the consistency of role performance is most important (Kagan, 1970), documentation of control is essential in order to

---

[1]This paper, except for minor editorial changes, was presented at the Second Annual Henry Lester Smith Conference on Educational Research, Indiana University, February, 1977.

attribute variance in the counselor behavior variable to differences among counselors and not among clients or role performances (Mitchell, 1974; Whiteley, R., 1975).

Coached-client analogue research presumes (a) that a role can be structured which permits a coached client to perform that role with consistent, high fidelity over a series of interviews, and (b) that both performance consistency and role fidelity can be measured and reported. Both assumptions are basic to any claim for internal validity. The basic question is whether existing procedures for measuring coached-client role performance serve effectively in establishing that the manipulation of this independent variable took place. Therefore, even though role performance is experimentally controlled, this aspect of internal validity is not assured unless these two dimensions of the performance are measured, and unless both the measurement procedures and the results are reported. Whiteley et al. (1969) summarize the inadequacies of procedures for measuring and reporting the consistency of coached-client role performance. Among the procedures which they specify as hampering efforts to replicate coached-client analogue research are (a) failure to measure and/or report consistency of role performance, and (b) the use of global ratings as an estimate of performance consistency. They suggest that experimenters structure a client role by specifying the essential verbal components of a role so that an actor can behave in a consistent manner across interviews. Researchers who use these operationalized role components (e.g., Mitchell, 1974; Toler, 1975; Whiteley, R., 1975) can measure both the consistency of role performance across interviews and fidelity to the role within a single interview by counting the

occurrences of these components. A comparison of this frequency counting procedure with global ratings of consistency suggests that the counting method is more precise than global ratings and that it is suitable for setting minimum levels of performance acceptability (Whiteley et al., 1969).

The ease of tabulating frequencies of specified client statements is designated as a primary strength of using the frequency counting method (Whiteley, et al., 1969). Observers in this study and subsequent studies were given lists of the specific role components and instructed to tabulate the frequency of their occurrence in interviews which were recorded on video or audiotapes (e.g., Lott, 1976; Toler, 1975). Since no training prior to the observation task is reported, it is assumed that no training for these observers occurred.

Observation coding systems developed by educators for use in teacher training (e.g., Flanders, 1970; Semmel, 1972) and psychotherapy (e.g., Amidon, 1965; Packwood & Parker, 1973) require the training of observers prior to using the system in data collection. The need for training may be associated with the complexity of the observation task. In the case of the frequency counting of specific client behaviors, the effects of observer training with subsequent practice to a prescribed level of proficiency are not known.

The present study contrasts the tabulated occurrences of coached-client role components made previously by untrained observers (as reported by John Werner[2]) with the tabulations made by a second group of

---

[2]John L. Warner, Coordinator of Consultation and Education, Monroe County Community Mental Health Center, Bloomington, Indiana, provided the materials and video-taped simulated interviews which were used in his doctoral research.

observers who were trained to use a computerized observation system. These estimates of performance consistency and role fidelity obtained by the tabulation of role component occurrences yield data which may illumine the issue of the effects of previous training on role component observation.

Because of the general descriptive nature of the study, no formal hypotheses are listed; however, differences between the tabulations of role component emissions by the trained and the untrained observers are anticipated. An analysis of the data obtained from the trained observers is anticipated to yield the following four trends which appear related to a coached-client's fidelity to the role in a single interview and the consistency of performances across a series of interviews:

1. It is expected that the proportion of role components emitted by a client within a single interview will vary below the 75% criterion level verified previously by untrained observers.
2. Differences are expected in the proportion of interviews in which a specific role component statement is emitted over the series of experimental interviews.
3. Differences are expected in the number of times a role component is emitted within an interview.
4. Differences are expected in the number of role components emitted within early, middle and late portions of single interviews.

Procedures

One coached client was randomly selected for study from among five paid female undergraduate students who were coached in a single role for Werner's previous coached-client analogue study. The previous researcher had set a criterion for adequate role performance which requires that a minimum of six of the eight behaviors essential to the role be emitted in each quasi-counseling interview. An untrained observer viewed each videotaped interview to verify role performance. After tabulation of the occurrence of each role component, 38 interview segments were selected as meeting the criterion. The earlier researcher supplied these videotaped interview segments and the written materials which were used to train the actor clients. These materials included the definitions of the specified role behaviors. The experimenter verified that no training materials were used with the observers, but no other information about the study was provided.

The client role designed by the earlier researcher consisted of the following components (seven verbal statements and one silent behavior):

1. I wish I could decide if I want to teach.
2. My parents push me a lot.
3. I'm feeling anxious about that course.
4. I don't want to talk about that (vocational decision, parental pressure, course difficulty or advice).
5. I don't (or do) want advice.
6. I don't (or do) want to talk about my personal life.
7. I'd rather talk about _____. (Change of topic to vocational decision, parental pressure, course difficulty or advice).

8. Pause for a period of 15 seconds or more after the interviewer finishes speaking before making a verbal statement.

The coached client was instructed to use her own personal data relevant to the role or herself. In addition, she was instructed to emit each of the role components once during the interview.

Two female master's degree level counseling students who were enrolled in a first practicum experience volunteered to observe the behavior of the coached client in the videotaped interviews; however, the observers were paid for both the training and the data collection time.

The coding system used to observe the role performance of the coached client required documentation of lapse time since the last component was a behavior of silent duration. The Computer-Assisted Teacher Training System (CATTS) installed at Indiana University's Center for Innovation in Teaching the Handicapped was selected for data collection. It utilizes a timing device which records lapse time between coding entries. The CATTS technology provides a vehicle for efficiently encoding, storing, and retrieving observational data (Semmel, 1972). The system is described as adaptable for observation in settings other than the classroom where observations of interactions are to be summarized or analyzed in behavioral categories. Training materials were required to orient the observers to the equipment as well as to the coding system. Training was conducted in three phases on consecutive days, and sessions were approximately two hours in length.[3]

In the first training phase, the mechanics of the CATTS system were taught. Observers learned to identify the end of counselor utterances

---

[3]Complete training procedures and materials are available from the author.

and client sentences or complete thoughts by first reading introductory materials and coding discriminations on a typescript of a sample counseling interview. Following a discussion of the discrepancies between coded responses, the trainees simultaneously viewed a videotaped interview which was selected from among the performances of the other coached clients who were not selected for the study. During the tape viewing, the trainees listened and, at the end of each client-stated sentence or counselor utterance, they verbalized the code which they judged appropriate. After one interview was previewed, the trainees were oriented to the use of Datamytes which are machines that contain a keyboard similar to the touch telephone with a timing device. Lapse time and coding entries punched on Datamytes are recorded on standard audiocassette tapes which can later be processed through the computer facility. During the second viewing of the interview, the observers made entries on these Datamytes.

In the second phase of the training, numerical codes for each of the client role components were introduced using the phase-one procedure. Phase three required a transition from Datamytes to button boxes. Trainees first previewed tapes and practiced coding with inoperable button boxes. These devices, which have keyboards identical to Datamytes, are on line directly to the computer when they are operating. After trainee practice, each interview was then coded with operable button boxes and computer feedback on observer agreement was given. When an agreement criterion of .70 on two or more interviews was reached (e.g., Kent, O'Leary, Diament, & Dietz, 1974), a final interview was coded. The last training interview featured the actual subject selected for the present study in an interview which was too short to be included in the data collection interview series.

The observers were judged ready for the data collection task when this interview was coded at the criterion level.

A master tape of nine randomly ordered interview segments of the coached-client subject was used for data collection. Observers viewed the interviews on this videotape one time only, but in two sessions on consecutive days. Using button boxes which fed codes and lapse time into the computer, they independently viewed the interviews during which they simultaneously coded the length of counselor and client utterances and categorized the client statements according to the role component coding system.

Before analyzing the data, computer printouts of the coded observer responses were reconciled for time discrepancies. If the sum of lapse time from the beginning of a counselor utterance to the role component code on the computer printout was within a five second range for both observers, the codes were considered to be referring to the same client statement. The presence of a coded role component on either observer's printout was considered as an instance of component emission by the coached client. Of a total of 49 possible instances of agreement across all interviews, only five disagreements existed; therefore, the simple per cent of agreeement between observers was 89.9.

Results

Table 1 illustrates the performance variation in the role components within and across eight interviews (data from one interview was lost due to a computer system breakdown). The per cent of role component emissions which are reported are patterned after the two proportions used by Whiteley et al. (1969). The proportion of role components which occur at least once within an interview to the number of components comprising the role

was converted to per cent. Role component seven was dropped from the analysis because the operationalized definition failed to yield any emissions and was judged as inadequate. After adjusting the per cents for the deleted component, the revised per cents which describe the coached client's fidelity to the role in each interview range from 57% to 100%. Interview three is the only one in which maximum role fidelity occurred (all components were emitted once).

To determine the consistency of emissions of the role components across interviews, the number of interviews in which each component was emitted at least once was tabulated. The proportion of interviews in which the component occurs to the total number of interviews was converted to a per cent and is also presented in Table 1. Five of the seven analyzed components occurred in more than 70% of the interviews. Components four and six were emitted the least consistently across interviews, while only component one was emitted consistently in all interview sessions.

Differences in the number of times a role component was emitted within an interview, the third trend of interest, can also be observed in Table 1. In order to compare the proportion to the role accounted for by each component in a single interview, the total frequency of role component emissions was considered to comprise the total role for that interview. The frequency of emissions attributed to each role component, recorded in Table 1, was then converted to a per cent of the total role for that single interview; these figures appear in Table 2. The equal distribution of all components in interview three represents the most consistent performance of a role in an interview. Omitting one or more components and increasing the frequency of emissions of a component within an interview produces a range of per cents

which suggests differences in the weight or emphasis given to a component by a coached client. (Differences between total per cent of role emissions over eight interviews in Table 3 are due to rounding errors.)

Table 3 illustrates the final trend documented by the trained observers, the distribution of components within interviews. Frequencies of role component emissions are summarized over all interviews by approximate time of emission. Each interview was divided into three segments of approximately 3 minutes; no difference between segments exceeds 15 seconds. The distribution of emitted role components seems to be concentrated in the first two interview segments; only 18.4% of the emissions occurred in the last segment. All role components were emitted in only two segments except role component one, which was emitted at least once in all three segments. The first segment of interviews is characterized by the highest occurrence of role components 1, 2, and 3 with no occurrences of components six and eight. Segment two is characterized by high frequency of role component five and no emissions of component four; other components were of lower frequency. Role components 2, 3, and 5 did not occur in the final segment of interviews; however, each of the other components did occur with low frequency.

Discussion

This study demonstrates that differences in role fidelity (per cent of role emitted) in single interviews and performance consistency of a coached-client over a series of simulated interviews do occur, and that those differences can be quantitatively described. A discrepancy between the observations tabulated by trained and untrained observers is evident. It appears that the untrained observers in the earlier research study

credited the coached client with a consistent role performance across interviews at or above the 75% level of role component emission. In this study, the same role performances were judged as varying in consistency from the 57% to 100% level of role fidelity by two trained observers functioning at a high level of agreeement.

Several factors may have contributed to the discrepancy between the judgments of the two groups of observers. (1) The accuracy of reported observations in the earlier study are questionable since only one observer viewed each interview and no reliability estimates are reported. (2) Since several observers were used in the previous study, individualized definitions for the role components may have varied among these observers. (3) Observers in the earlier study may have biased observation data in order to respond to hypothesized or perceived demand characteristics of the experiment. (4) The precise definitions of role component meaning which were developed by the trained observers may result in a more accurate tabulation of components comprising the actual role performances.

The weaknesses in procedures used to verify the experimental control of coached-client role performance in the earlier study seem to be compatible with the rationale of the first three explicative factors. The use of multiple observers is assumed preferable by Tinsley and Weiss (1975), who emphasize the need for reporting both interrater agreement and reliability estimates when three or more judges are used. In keeping with Kaplan's (1964) discussion of the circumstances of measurement which influence the reliability of observer judgments, agreement on definitions is one means of substantially decreasing a source of systematic error in

recording behavioral observations. He also states that observer training is one device by which an experimenter can gain control of some types of errors of observation, a position which supports the fourth explicative factor.

The variation in the per cent of the structured role emitted, which was produced from the tabulations of the trained raters, is compatible with previous research. Whiteley et al. (1969) suggest that an aura of consistency may be created by an actor-client if 50% or more of the role components are emitted. It appears that the earlier observations reflect this aura, but that the data from trained observers reflect discriminations between levels of role fidelity. In addition, if a 70% level of role component emission were set as a criterion for interview inclusion in data analysis, as Whiteley et al. suggest, three of the interviews used in this study would have been excluded from analysis. Based on the observations of the trained observers, the use of the 75% level of role component emission (the level actually set as the criterion in the earlier study) would result in exclusion of four of the eight interviews from data analysis. The procedure of calculating the per cent of role performed per interview as a performance criterion provides a quantified summary of role performance which operationalizes the meaning of experimental control of role fidelity within each interview. Kaplan (1964) implies that such operationalized meaning is essential to research replication.

The per cent of interviews in which each role component was emitted at least once seems to describe the consistency of the components across interviews. In the client performances studied, some components were

emitted more consistently than others; a similar phenomenon is also reported by Whiteley et al. (1969). This technique of quantifying component emissions across interviews is a means of describing and comparing role performances in order to maximize the potential for research replication. In addition, if a criterion level for this dimension of performance were set in the actor training phase of a study, it could be a means of precise feedback to the actor which may contribute to increased performance consistency. In this case, role components four and six could be identified as needing modification by the actor or more emphasis in the coached-client training since they were inconsistently performed. The criterion level for this particular dimension of performance may also provide the experimenter with one indication of an actor's readiness to begin performing in the experimental interviews.

The third trend of interest, differences in frequency of role components emitted within an interview, does not produce conclusive data. The low frequency of emissions in a 10-minute interview illustrates some differences which may be related to an emphasis placed on certain components by the actor. Since per cent discrepancies are greater in those interviews in which more than one component was emitted by the actor, this data cannot be considered independent of the first trend discussed. Although differences were observed as expected, the practical use of this data is not apparent in these brief simulated interviews.

Perhaps the fourth trend of interest is the most descriptive of the way in which the role is played throughout a set of interviews. Differing patterns of role component emission occurred as expected within the three

segments of interviews. If interpreted, these patterns can function as an extensive description of the actor's role performance. For example, only role component one is present in all three segments. It may be interpreted that this component is used as a presenting problem which is emphasized again by the client in later interview segments. This emphasis seemed to appear with some consistency since it was emitted more than once in half of the interviews. Using this data, which reflects the timing of component emissions, the researcher is able to provide precise descriptive feedback to be used in client training. For example, in this particular role, components six and eight never were emitted in segment one; this may be a realistic pattern characteristic of the role that needs to be described when training actor clients. In the case of these two specific components, talking about one's personal life and a lengthy pause after the counselor speaks, it seems more appropriate to emit them in the later segments of the interviews. Provided with this type of feedback, the client may be trained to emit these components more consistently after the presenting problem is discussed with the counselor. Several other patterns might be described which could serve the same function of increasing consistency or which might enhance the realism of the role enactment. Patterns interpreted as meaningful may be examples of events which parallel actual client behavior in a natural setting. It is apparent that documentation of the approximate timing of role component emissions allows the experimenter to describe patterns of an actor's performance in detail. This technique is useful in training actors to play a role more consistently, as well as in providing more precise description of role performance for later replication.

Bordin (1965) cautions researchers that for methods of increasing

experimental control, one pays a price of decreased generalizability. Further study of other factors involved in role performance may provide not only a means for more precise control of client performance, but also a means of controlling performance in the direction of a closer approximation of real client interview behavior. It appears that naturalistic observation of real clients could provide an experimenter with a data base for designing structured client roles which would even more closely approach reality. Such a procedure would address the major limitation of analogue methods, enabling extrapolations to the natural setting to be made with greater confidence (Maher, 1970). Even though the emphasis on close approximation of the natural counseling setting has more recently become of less concern (Heller, 1971), descriptive techniques similar to those demonstrated in this study offer potential for both control and manipulation of actor performance with high levels of realism.

The general findings of this descriptive study suggest hypotheses appropriate for experimental investigation. A comparison of the observation methods used by researchers to verify the consistency and accuracy of coached-client role performance is recommended. In addition, experimental studies which use differing roles and more than one coached client would be useful replications.

The procedures demonstrated in this study appear to contribute to increased probabilities that actors can be trained to control their performances better in simulated interviews, as well as to replicate a role better that previously was used in an analogue study. The results indicate that when using coached clients, the specification of meaningful role

components, precise operationalization of those components, use of a systematic observation technique, careful training of observers, and validation of the reliability of the observers' judgments contribute to improved verification of one aspect of internal validity. These procedures have potential for increasing experimental control of nuisance variables introduced by actor-clients in simulated interview settings, and they make a contribution to increasing the potential for replication in coached-client analogue research.

References

Amidon, E. J. A technique for analyzing counselor-counselee interaction. In J. F. Adams (Ed.), Counseling and guidance: A summary view. New York: Macmillan, 1965.

Bordin, E. S. Simplification as a strategy for research in psychotherapy. Journal of Consulting Psychology, 1965, 29, 493-503.

Flanders, N. A. Analyzing teaching behavior. Reading, Mass.: Addison-Wesley, 1970.

Heller, K. Laboratory interview research as analogue to treatment. In A. E. Bergin & S. L. Garfield (Eds.), Handbook of psychotherapy and behavior change: An empirical analysis. New York: Wiley, 1971.

Heller, K., Myers, R. A., & Kline, L. V. Interview behavior as a function of standardized client roles. Journal of Consulting Psychology, 1963, 27, 117-122.

Kagan, N. Reaction to Whiteley-Jakubowski article. Counselor Education and Supervision, 1970, 10, 94-95.

Kaplan, A. The conduct of inquiry. San Francisco: Chandler Publishing, 1964.

Kelz, J. W. The development and evaluation of a measure of counselor effectiveness. Personnel and Guidance Journal, 1966, 44, 511-516.

Kent, R. N., O'Leary, K. D., Diament, C., & Dietz, A. Expectation biases in observational evaluation of therapeutic change. Journal of Consulting and Clinical Psychology, 1974, 42, 774-780.

Lott, J. L. A comparison of modeling and desensitization effects upon measures of counselor response to client hostility (Doctoral dissertation, Indiana University, 1975). Dissertation Abstracts International, 1976, 36, 5829A. (University Microfilm No. 76-6325)

Maher, B. Introduction to Research in Psychopathology. New York: McGraw-Hill, 1970.

Mitchell, H. Psychological openness and sensitivity to the black experience as predictors of the effectiveness of white counselors in simulated relationships with black clients (Doctoral dissertation, Washington University, 1974). Dissertation Abstracts International, 1974, 35, 1984A. (University Microfilms No. 74-22, 537).

Munley, P. H. A review of counseling analogue research methods. Journal of Counseling Psychology, 1974, 21, 320-330.

Packwood, W. T., & Parker, C. A. A method for rating counselor social reinforcement and persuasion. Journal of Counseling Psychology, 1973, 20, 38-43.

Resnikoff, A. The relationship of counselor behavior to client response and an analysis of a medical interview training procedure involving simulated patients (Doctoral dissertation, Michigan State University, 1968). Dissertation Abstracts International, 1969, 30, 137A-138A. (University Microfilms No. 69-11, 150)

Semmel, M. I. Application of systematic classroom observation to the study and modification of pupil-teacher interactions in special education. Bloomington, Ind.: Indiana University, Center for Innovation in Teaching the Handicapped, 1972.

Strong, S. R. Experimental laboratory research in counseling. Journal of Counseling Psychology, 1971, 18, 106-110.

Tinsley, H. E. A., & Weiss, D. J. Interrater reliability and agreement of subjective judgments. Journal of Counseling Psychology, 1975, 22, 358-376.

Toler, H. C. The relative effectiveness of programmed instruction, cued-videotaped modeling, and behavioral feedback, on the acquisition and use of interview skills (Doctoral dissertation, Indiana University, 1975). Dissertation Abstracts International, 1976, 36, 5960A-5961A. (University Microfilms No. 76-6354)

Van Schaack, H., Jr. Naturalistic role-playing: A method of interview training with student personnel administrators (Doctoral dissertation, Cornell University, 1956). Dissertation Abstracts International, 1957, 17, 801-802. (University Microfilms No. 00-20429)

Whiteley, R. M. Psychological openness as a correlate of response style in a simulated counseling interview (Doctoral dissertation, Washington University, 1975). Dissertation Abstracts International, 1976, 36, 543A. (University Microfilms No. 76-4787)

Whiteley, J. M., & Jakubowski, P. A. The coached client as a research and training resource in counseling. Counselor Education and Supervision, 1969, 9, 19-29.

Table 1

Role Component Emission Frequency in the Performance of One Coached Client Over Eight Interviews Tabulated by Trained Observers

Role Component Number	Interview Number								Per Cent of interviews in which emitted
	1	2	3	4	5	6	7	8	
1	2	2	1	1	2	2	1	1	100.
2	0	1	1	1	1	1	1	1	87.5
3	1	1	1	0	1	1	1	1	87.5
4	1	0	1	0	0	0	1	0	37.5
5	2	2	1	2	0	1	0	1	75.
6	0	1	1	1	0	0	1	1	62.5
8	1	0	1	0	1	1	1	1	75.
Total Frequency	6	8	7	5	5	6	6	6	
Revised Per Cent of Role Fidelity Emitted (#7 omitted)	57*	85.7	100	57*	57*	71.4*	85.7	85.7	

Note: *Per cent of role components emitted is below the criterion level of 75% verified by untrained observers in the previous study.

Table 2

Per Cent of Role Accounted for by
Each Component Per Interview

Role Component Number	Interview Number							
	1	2	3	4	5	6	7	8
1	33.	2.5	14.2	20.	40.	33.	16.6	16.6
2	0	12.5	14.2	20.	20.	16.6	16.6	16.6
3	16.6	12.5	14.2	0	20.	16.6	16.6	16.6
4	16.6	0	14.2	0	0	0	16.6	0
5	33.	25.	14.2	40.	0	16.6	0	16.6
6	0	12.5	14.2	20.	0	0	16.6	16.6
8	0	12.5	14.2	0	20.	16.6	16.6	16.6
Total Per Cent of Role Per Interview	99.2	100.	99.4	100.	100.	99.4	99.6	99.6

Table 3

Per Cent of Role Component Emissions
Over Interviews by Interview Segment

Role Component Number	First Segment	Second Segment	Third Segment	Total Per Cent Over Interviews
1	50. (6)	33.3 (4)	16.6 (2)	99.9 (12)
2	57. (4)	43. (3)	0	100. (7)
3	84.5 (5)	28.5 (2)	0	100. (7)
4	33.3 (1)	0	66.6 (2)	99.9 (3)
5	22.2 (2)	77.7 (7)	0	99.9 (9)
6	0	50. (2)	50. (2)	100. (4)
8	0	57. (4)	43. (3)	100. (7)
Per Cent of Total Emissions by Segments	36.7 (18)	44.9 (22)	18.4 (9)	(49)

Note: Total frequency of role components emitted in the series of interviews is contained in parentheses.